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ABSTRACT

The manual provides parent educators with guidelines for conducting a series of four 1-hour meetings to help parents of preschool handicapped children fulfill their role as their child's advocate. At the first meeting, information on tests and testing and on the Individualized Education Program process is presented. In the second meeting, parents are informed of the legal rights to which children receiving special services are entitled. At the third meeting, other parents of older handicapped children speak providing a parent perspective of special education services. In the fourth meeting, school district special education administrators give parents specific information about the school district and answer parents' questions. The manual also contains general suggestions for the meetings (e.g. send parents reminder notes, serve refreshments, and develop a parent handbook) and appendixes which include forms used by the Preschool Transition Project in Utah, a list of regional resource centers, a list of state protection and advocacy agencies, the parent feedback form, and the pre-post exam. (DB)

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# PRESCHOOL TRANSITION PROJECT

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## Helping Parents to be Informed Advocates for Their Handicapped Children: Planning Materials for Four Meetings to Provide Information and Support

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FC 210 774



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Children experience many changes as they travel through their school careers. Teachers change frequently, friends come and go, teacher expectations vary, and classroom routines are altered on a regular basis. These changes are frequently accompanied by changes in home and social environments. Experiences such as these can be upsetting at times. Hopefully, each child has a parent (relative or guardian) to turn to for understanding and guidance.

Consider the same experiences from the perspective of a handicapped child. Because the child is handicapped, more issues may be raised during periods of change: Why do I go to a different school than my friends next door? Why am I in a special classroom for part of the day? Why does the speech therapist only take me out of the class? The parent of a handicapped child must provide love and guidance to help address these issues, but the parent must also assume a new role--that of advocate for the child. It is the parent who must initiate services on the child's behalf. It is the parent who must help to determine that appropriate service is provided. During periods of change, it is the parent who must bridge the gap between the old services and the new school. Bridging the gap means helping school staff to determine and provide the services that will be most appropriate to the child's needs. The parent, acting as child advocate, needs to know not only about the child but also about the law as it relates to handicapped children, about how the school district works, about educational goals and objectives, and, last, but by no means least, how to be assertive.

This paper will describe some procedures that can be used to arrange a series of parent meetings to inform parents about advocacy for their handicapped children. The arrangements may be the responsibility of a

program administrator, teacher, social worker, or parent. The meetings were designed for parents whose children were moving from preschool services to a local school district program. The information covered in these meetings is not specific to preschool transition and may be useful to other parents with handicapped children. Parents of young handicapped children, who may have had no experience with school services, definitely need this kind of information. The implementation of P.L. 99-457 (mandating special services for handicapped preschoolers) will change the nature of transition practices in this country, but the need for parents to be informed advocates for their children will not change. Indeed, perhaps more vigilance regarding student rights will be needed as services are extended to more handicapped children.

Why is the parent an advocate?

P.L. 94-142 (the education for all handicapped children law) designates the parent as a member of the interdisciplinary team that works with a handicapped child. The parent can influence where the child is placed and the types of services provided, and the parent has a major role in the development of the child's individual education plan (IEP). In summary, the law provides that the parent of a handicapped child play a major role in the education of that child.

It is possible to train school personnel (e.g., teachers) to serve as child advocates. Teachers, however, come and go in a child's school career. Only the parent(s) will be there through the child's entire school career. The parents should be more aware of the services that need to be or have been provided to their child than school personnel who must keep track of services to dozens of children. The parents can help maintain educational continuity that cannot be provided by anyone else.

Overview of the meetings

This series can be organized by any of a variety of persons who serve handicapped children. The authors realize that in many programs extra help is not available nor is time to plan extra meetings. However, only one person is needed to arrange speakers and set up meeting times, and the time required to do this is not extensive. The speakers who present the information are available in most communities and they will generally donate their time.

This program consists of four meetings. The first meeting is introductory. Information on tests and testing, and on the IEP process is presented. In the second meeting, parents are informed of the legal rights to which children receiving special services are entitled. In the third meeting, parents of handicapped children that have received services at the preschool level and who are now served by the school district speak. This meeting allows parents to hear about special education services from the parent perspective. In the fourth meeting, school district special education administrators give parents specific information about the school district and parents can ask questions of concern to them.

Some children who receive special education services at the preschool level do not need further service in self-contained special education classrooms. Parents of these children have raised questions about the special education emphasis of this series of meetings. It should be made clear to parents that placement of their children in the least restrictive environment is always the goal of early, indeed all, special education. The laws mandating special education services and the procedures that must be followed are more complex than those of regular education. In fact, parents

of normally developing children have limited rights regarding school district procedures. It should be made clear to parents that the services encompassed by special education include more than self-contained special education programs. Parents whose children will move into regular programs will learn what services exist and how to access these services if necessary. Becoming informed can help relieve all parents of the stress related to the transition process.

Arrangement of the meetings

Because this program is a series of meetings about related topics, it is preferable to space the meetings close together but not so close as to interfere with the parents' time and other activities. We have found that a space of approximately three to four weeks between meetings works well. The meetings should be held prior to school district placement decisions so that parents can use the information at placement meetings and IEP meetings. In the authors' district, the meetings were scheduled between February and May.

To increase attendance, parents should be informed about the series of meetings at the beginning of the school year. The steps are:

1) Approximately three to four weeks before the first meeting, send each parent a letter reminding them about the series and providing information about the first meeting (see Appendix A for sample letters).
2) One week before the meeting, send a brief reminder of the meeting to the parents (Appendix B).
3) School personnel should mention the meeting to parents when they see them.
4) Repeat this procedure for each meeting.

Schedule the meetings at a time when parents can attend. Early evening times (6:30 or 7:00) on weekdays (except Friday) work well. Tell the parents the meeting will last about an hour and try to keep to that. If the parents run overtime because of their questions to the presenter, it's a sign things are going well. Provide child care services. Generally, you can find a teacher or parent volunteer to watch the children for an hour. Have refreshments if you can. They can be simple--punch and cookies are fine.

Parent Handbook

Much information is presented in this series of meetings. It is difficult for parents to remember specific information at a later time, especially if the information is new. Provide the parents with a handbook they can keep for reference purposes. In the handbook you may expand upon the information presented at these meetings.

It is not necessary to write everything that needs to go in the handbook. Most information that you might want to provide has been prepared in handout form by other projects. Handouts can be obtained from (a) state agencies serving handicapped persons, (b) federally funded projects serving handicapped children, (c) university affiliated centers, (d) many local education agencies, and (e) advocacy groups such as the Association for Retarded Citizens and Council for Exceptional Children. If these organizations do not have handouts, they can probably direct you to sources that do. If you cannot get help locally, you can write to the Regional Resource Center in your area. These centers are established by the government to provide information on the handicapped. A list of the Regional Resource Centers is located in Appendix C. Generally such handouts can be obtained for the price of reproduction. Because they are usually in the

public domain, you can often get one and copy it yourself for the handbook. Be sure, however, to check for copyright indications. Finally, speakers will sometimes bring handouts that can be included in the handbook.

The Parent Handbook developed by the Preschool Transition Project staff can be used as an example. (This handbook accompanies this manual.) The handbook is divided into sections based on each meeting. Each section is preceded by a brief overview of the meeting and a summary statement. Within each section are materials that relate to the topic of the meeting. The materials were obtained from a variety of sources and references are provided. The handbook ends with an information sheet of names and telephone numbers parents may need to know.

The Parent Handbook was given to parents in a 3-ring binder. Thus, parents could add information furnished by speakers or distributed at a later time. Because information may change from year to year, if you want to repeat the meetings it is best not to bind the handbook. Then you can easily adapt materials to address changes in the law or changes in policies in your local districts. You can keep one current master copy.

The first meeting

At the start of the first meeting, the program leader should present an overview of the series. He or she should address the function of the series--making parents informed advocates for their children--and discuss some of the organizational aspects (e.g., arrangement of meetings, time, etc.). Following this, he or she should introduce the speaker.

Two main issues are addressed at the first meeting: testing and IEPs. The speaker for this meeting should be someone familiar with both issues. A school psychologist associated with a school district, a psychologist who

works with an organization that contracts work with school districts, or, possibly, a person who supervises special education teachers would be appropriate speakers. These people will generally donate an hour of their time to talk to interested parents; in fact, psychologists are bound by the APA (American Psychological Association) Code of Ethics to offer time to community service functions. If possible, approach someone whom you know and who has views consistent with those of your program.

The speaker should briefly discuss the following topics about testing:

1. What is a test.
2. Types of tests. (For example, norm-referenced vs. criterion referenced, description of basals and ceilings.)
3. Types of test scores and what they mean.
4. Why tests are used in evaluation.
5. School district responsibilities when testing.
6. Use of tests in placement decisions and in developing IEPs.

With regard to IEPs, the following areas should be covered:

1. The IEP as a legal contract.
2. Parental roles in the IEP.
3. Required content of an IEP.
4. Who must attend the IEP meeting.
5. Procedures that the school district must follow.
6. Goals and objectives and how you know if they are good.

Although much information is covered at this meeting, it is not necessary to present extensive detail on any of the areas. Parents need a general definition of each area. Information related to each of these topics will be presented in subsequent meetings. In addition, information on these

topics should be placed in the parent handbook. If you want to devote more time to the topics covered at this meeting, then you could schedule one meeting for each of the main topic areas. Remember that you do not want to overwhelm the parents. The authors have found that one meeting has been sufficient to cover the suggested topics.

The second meeting

The topic of the second meeting is the legal rights of the handicapped child. Any child who is classified as being in need of special services has a number of legal rights. Frequently, parents are unaware of those rights to the detriment of their ability to advocate for their child's best interests. At this meeting, parents should learn about these rights.

The speaker for this meeting must be familiar with these rights. Each state in the United States has a center established to protect and advocate for the rights of persons with developmental disabilities. These centers were established by the Developmental Disabilities Assistance and Bill of Rights Act of 1975. As part of their advocacy function, these centers will, upon request, send a person to discuss legal rights. A listing of these centers is presented in Appendix D.

If the speaker is from one of these legal centers, he or she should be knowledgeable about the topics that need to be covered in this area. The following is a list of suggested topics:

1. What is P.L. 94-142 (The Education for All Handicapped Children Act).
2. Definitions under the law.
    a. What is appropriate education.
    b. What are related services.

3. Responsibilities under the law.

   a. Identification of students.

   b. IEPs.

   c. Least restrictive environment.

4. Procedural safeguards.

5. General suggestions for parents.

Again, be sure to include this information in the parent handbook. A good summary of this information is contained in the News Digest, Number 7, 1987 printed by the National Information Center for Handicapped Children and Youth, P.O. Box 1492, Washington, D.C., 20013. It may be useful to parents throughout their child's school career.

The third meeting

The tone of the third meeting is significantly different from the first two meetings. If parents have a handicapped child moving into the school district, most will have developed a number of concerns over the first two meetings. This meeting provides parents the opportunity to discuss concerns not with professionals but with other parents. This meeting provides the opportunity for parents to talk with parents.

The speakers for this meeting should be parents of a handicapped child formerly in a special education preschool program who is now served by the school district. It is recommended that you invite, as a minimum, the parents of three children to generate an hour's worth of discussion. Try to select parents who have had different experiences with the school district. For example, include: (a) a parent whose child originally went into special education but is now in regular education, or mainstreamed on a regular basis; (b) a parent whose child entered a regular kindergarten but now

receives special education help for part or all of the school day; (c) a parent whose child has been in different types of special education settings; and (d) a parent who may have had and resolved some conflicts with the school district. The greater the variety the better, but try to select parents whose children are still in grammar school. The parents need to be able to reflect on their child's early years with the school district and relate their experiences to other parents.

When you talk with the parents who will be speakers at this meeting, be sure they know that you want them to discuss their experiences with other parents. If confidentiality is a major concern to a parent, he or she may not be an appropriate speaker. You can inform the parents in your group that issues discussed in the meeting should be kept confidential, but, unlike professionals, parents are not bound by rules of confidentiality.

Your role at this meeting should be one of facilitator and nothing more. The less you speak, the more the parents can interact. You may even want to start things and leave the room, though this is not necessarily recommended. This meeting will provide insight into the parents' perceptions of the entire school process.

Start the meeting by introducing the parents. Then ask each parent to discuss their child, her handicap, and her history in the education system. Ask the parents to discuss both positive and negative experiences. Have each parent repeat this process. Let the parents in the group ask questions at any time. This allows for a more natural discussion. You can ask questions, but do this only to help the discussion.

Do not become defensive about things parents may say. Parents may disagree with aspects of special education you strongly believe in. Do not

rebut their opinions. The meeting is one for parents by parents.

The fourth meeting

The final meeting of the series also differs from the other meetings. By this time, parents have been exposed to much information and heard opinions from a variety of sources. Predictably, parents will still have a number of concerns. At this meeting, parents can express these concerns through questions to representatives of the school district.

The speaker(s) for this meeting should represent the local school district. A director or coordinator of special education programs is preferable. If graduates of the program are served by more than one district, invite a representative from each of the districts. If only one district is represented, you may want to invite a teacher as well as the director to comment on issues discussed.

Ask the speaker(s) to discuss the district special education system in general. Then ask them to discuss specific issues such as identification, placement, and mainstreaming. You may ask them to discuss innovative approaches in the district. Ask their plans for serving preschool children as mandated by P.L. 99-457. In our experience, parents have always had enough questions to adequately fill an hour.

As at the previous meeting, your role is that of facilitator. The primary purpose of this meeting is for the parents to express their concerns. The secondary purpose is to acquaint parents with district procedures in an informal setting. Many parents' first encounter with school district officials occurs in a formal situation, such as an IEP meeting. In these situations the parent may be the only nonprofessional present; such a situation can be imposing. This informal meeting may desensitize parents to

school personnel and help them to be assertive in the future if they have difficulty with officials.

Potential benefit of meetings

This series of meetings and the parent handbook should help parents become better advocates for their children in future years, if and when their children may need special services. The meetings should answer some of the concerns parents may have and may even help to reduce stress they may experience as their child moves from one program to another. The remainder of this paper discusses some evaluation and feedback measures you may want to incorporate.

Parent feedback

It is a good idea to provide the parents with a way to give you feedback about the meetings. One method for doing this is to provide them with a short, easily completed form. Allow space on the form for comments. A sample form is included in Appendix E.

Parent feedback can be valuable for planning future meetings. Perhaps a speaker needs feedback on advice that was regarded as insensitive, or perhaps parents need more information about a topic. Parental feedback can help make the content of future meetings more useful.

Evaluation

Sometimes it may be desirable to evaluate not only how parents reacted to the meetings but also what they learned. A sample quiz for this purpose is included in Appendix F (Pre-Post Exam). The quiz covers some but not all of the proposed content.

This quiz should be administered at the beginning of the first meeting and at the end of the last meetings. Explain to parents that its purpose is

to help you determine whether the meetings are informative, not to evaluate individuals' knowledge. Keep attendance records of each meeting to determine whether missed items on the posttest reflect information a parent did not remember or that a parent missed meetings. It may be useful to determine whether parents who attended all meetings learned more than those that attended only some of the meetings.

The Preschool Transition Project: Evaluation of parent meetings

The Preschool Transition Project (PTP) staff have conducted this series of parent meetings for three years. Parents of children in other programs (Social Integration Project, Headstart) have been invited to these meetings. Parental attendance at the meetings has been good, perhaps because the project is a model/demonstration program located in a suburban area. Parent feedback has been positive. A summary of parental feedback is presented in Appendix G.

The results of the pre-post exam have also been positive. During all three years this series of meetings has been run, parents who attended all meetings improved their knowledge as measured by their test performance (Table 1). The pre to post differences for the first two years were statistically significant. The results in the the third year approached significance. One of the four parents who attended all the meetings during the third year had attended the meetings the year before and one had a Master's degree in special education. Sine these parents had high pretest scores, the pre to posttest differences were small.

Overall, the evaluation of the Preschool Transition Project meetings has been very positive. Parental feedback regarding content has been favorable. Parents who attended regularly learned new information and those who attended

less frequently reported that the meetings were valuable. Becoming informed is a major step to successful advocacy. It is hoped that parents will use this information to their benefit and the benefit of their children.

Table 1. Results of statistical tests (t-test for dependent variables) on the pre-post exam scores for parents who attended the series of parent meetings over the past three years.

| | Number of Cases | T Value | Probability |
|---|---|---|---|
| Year 1 | 5 | -2.89 | <0.05* |
| Year 2 | 8 | -7.28 | <0.001* |
| Year 3 | 4 | -2.72 | =0.07 |

* = Statistically significant

Appendix A

Sample Letter for Parents

UTAH STATE UNIVERSITY · LOGAN, UTAH 84322-6805

DEVELOPMENTAL CENTER FOR HANDICAPPED PERSONS
Outreach, Development and Dissemination Division
(801) 750-1991

April 10, 1987

Dear Parents:

The third meeting in our series of parent meetings will take place on Thursday, April 30, 1987. The meeting will be at the Developmental Day School, and begin at 7:00 p.m. The meeting will last approximately one hour. At this meeting, parents, who have children that were enrolled in the Social Integration Program and who are now in the school district, will come and speak. They will discuss the experiences they have had when transitioning from the preschool program to the school district and their experiences in dealing with the school district. Be prepared with questions you may have. In the past, this meeting has always been one of the most interesting. Child care will be available for this meeting, please contact Barb before April 24th if you are bringing your children.

See you at the meeting!

Sincerely,

Mark S. Innocenti, Coordinator
Preschool Transition Project

/tp

Appendix B

Reminder Note for Parents

## Parent Meeting

When: Thursday, April 30, 1987

Where: Developmental Day School

Time: 7:00 p.m.

Topic: Parents of children who were in special education preschool programs and are now in the school district will discuss their experiences and answer questions.

-- Child care will be available --

Appendix C

List of Regional Resource Centers

# REGIONAL RESOURCE CENTERS

| REGION 1 | STATES SERVED |
|---|---|
| Northeast Regional Resource Center<br>Trinity College<br>Colchester Avenue<br>Burlington, Vermont 05401<br>DIRECTOR: Ken Baker<br>TELEPHONE: (802) 658-5036<br>PROJECT OFFICER: Hillary Roth<br>CONTACT NUMBER: 300-83-0187 | Maine, Vermont New Hampshire, Massachusetts, Connecticut, Rhode Island, New York, New Jersey |

| REGION 2 | STATES SERVED |
|---|---|
| MidSouth RRC<br>University of Kentucky<br>128 Porter Building<br>Lexington, Kentucky 40506-0205<br>DIRECTOR: Robert Sterrett<br>TELEPHONE: (606) 257-7937<br>PROJECT OFFICER: Marie Roane<br>CONTRACT NUMBER: 300-83-0184 | Maryland, Delaware<br>Virginia, West Virginia<br>Washington, D.C.<br>Kentucky, Tennessee,<br>North Carolina,<br>South Carolina |

| REGION 3 | STATES SERVED |
|---|---|
| South Atlantic RRC<br>Florida Atlantic University<br>1236 North University Drive<br>Plantation, Florida 33322<br>DIRECTOR: Timothy Kelly<br>TELEPHONE: (305) 473-6106 or 6166<br>PROJECT OFFICER: Bortel Clayton<br>CONTRACT NUMBER: 300-83-0183 | Georgia, Alabama,<br>Florida, Mississippi,<br>Puerto Rico, Virgin<br>Islands, New Mexico,<br>Texas, Oklahoma,<br>Arkansas, Louisiana |

| REGION 4 | STATES SERVED |
|---|---|
| Great Lakes Area RRC<br>The Ohio State University<br>161 Rightmire Hall<br>1060 Carmack Road<br>Columbus, Ohio 43210<br>DIRECTOR: Larry Magliocca<br>TELEPHONE: (614) 292-2945<br>PROJECT OFFICER: Marie Roane<br>CONTRACT NUMBER: 300-83-0189 | Illinois, Ohio,<br>Indiana, Pennsylvania,<br>Wisconsin, Minnesota,<br>Michigan |

| REGION 5 | STATES SERVED |
|---|---|
| Mountain Plains RRC<br>1780 North Research Parkway, Suite 112<br>Logan, Utah 84321<br>DIRECTOR: Glenn Latham<br>TELEPHONE: (801) 752-0238<br>OFFICER: Jatis Franklin<br>CONTRACT NUMBER: 300-83-0186 | Montana, Wyoming,<br>North Dakota, South Dakota, Utah,<br>Colorado, Nebraska,<br>Kansas, Iowa, Missouri, PROJECT<br>Bureau of Indian Affairs |

| REGION 6 | STATES SERVED |
|---|---|
| Western Regional Resource Centers<br>College of Education<br>University of Oregon<br>Eugene, Oregon 97403<br>DIRECTOR: Richard Zeller<br>TELEPHONE: (503) 686-5641<br>OFFICER: Marie Roane<br>CONTRACT NUMBER: 300-83-0185 | Oregon, Idaho,<br>Washington, Alaska,<br>California, Arizona,<br>Nevada, Trust Territories, Guam,<br>American Samoa, Hawaii, PROJECT<br>Northern Marianas |

## Appendix D

## State Protection and Advocacy Agencies

State Protection and Advocacy Agencies
Developmental Disabilities

1/12/87
4:3

ALABAMA
Sue Ellen Galbraith, Program Director (205) 348-4928
Alabama DD Advocacy Program
The University of AL
P.O. Drawer 2847
Tuscaloosa, AL 35487-2847

ALASKA
David Maltman, Director (907) 274-3658
Protection & Advocacy for the
Developmentally Disabled, Inc.
325 E. 3rd Ave., 2nd Fl.
Anchorage, AK 99501

AMERICAN SAMOA
Minareta Thompson, Director (9)011-684-633-2418
Client Assistance and Protection
and Advocacy Program
P.O. Box 3407
Pago Pago, American Samoa 96799

ARIZONA
Amy Gittler, Executive Director (602) 252-4904
Patricia Brown, Director, P&A
Arizona Center for Law in the
Public Interest
112 North Central Avenue, Suite 400
Phoenix, AZ 85004

ARKANSAS
Nan Ellen East, Executive Director (501) 371-2171
Advocacy Services, Inc.
12th & Marshall Streets, Suite 504
Little Rock, AR 72202

CALIFORNIA
Albert Zonca, Executive Director (916) 447-3324
California Protection & Advocacy, Inc. (800) 952-5746
2131 Capitol Avenue (213) 383-7285
Sacramento, CA 95816

COLORADO
Mary Anne Harvey, Executive Director (303) 722-0300
The Legal Center
455 Sherman Street, Suite 130
Denver, Colorado 80203

CONNECTICUT
Eliot J. Dober, Executive Director (203) 566-7616
Office of P&A for Handicapped & DD Persons (203) 566-2102-(Tele)
90 Washington Street, Lower Level (800) 842-7303-(State-
Hartford, CT 06106 wide Toll Free)

DELAWARE
Christine Long, Administrator (302) 856-0038
Disabilities Law Program
144 E. Market Street
Georgetown, DE 19947

DISTRICT OF COLUMBIA
Yetta W. Galiber, Executive Director (202) 547-8081
Information Center for
Handicapped Individuals
300 I Street, NE
Suite 202
Washington, DC 20002

FLORIDA
Jonathan P. Rossman, Executive Director (904) 488-9070
Governor's Comm. on Advicacy for Persons
with Disabilities
Office of the Governor, Capitol
Tallahassee, FL 32301

GEORGIA
Pat Powell, Executive Director (404) 885-1447
Georgia Advocacy Office, Inc. (800) 282-4538
1447 Peachtree Street, N.E., Suite 811
Atlanta, GA 30309

GUAM 10288-011-
Tom G. Basa, Director (671) 646-9026
The Advocacy Office
P.O. Box 8830
Tamuning, Guam 96911

HAWAII
Patty Henderson, Executive Director (808) 949-2922
Protection and Advocacy Agency
1580 Makaloa Street, Suite 860
Honolulu, HI 96814

IDAHO
Brent Marchbanks, Director (208) 336-5353
Idaho's Coalition of Advocates
for the Disabled, Inc.
1409 W. Washington
Boise, Idaho 83702

ILLINOIS
Zena Naiditch, Director (312) 341-0022
P&A, Inc.
175 W. Jackson -Suite A-210 3
Chicago, IL 60604

INDIANA
Ramesch K. Joshi, Executive Director (317) 232-1150
Indiana P&A Service Commission for (800) 622-4845
the Developmentally Disabled
850 N. Meridian Street, Suite 2-C
Indianapolis, IN 46204

IOWA
Mervin L. Roth, Director (515) 278-2502
Iowa P&A Service, Inc.
3015 Merle Hay Road, Suite 6
Des Moines, IA 50310

KANSAS
Joan Strickler, Executive Director (913) 776-1541
Kansas Advocacy & Protection Services (800) 432-8276
Suite 2, 513 Leavenworth Street
Manhattan, KS 66502

KENTUCKY
Gayla O. Peach, Director (502) 564-2967
Office for Public Advocacy (800) 372-2988
Division for P&A
151 Elkhorn Court
Frankfort, KY 40601

LOUISIANA
Lois V. Simpson, Executive Director (504) 522-2337
Advocacy Center for the Elderly & (800) 662-7705
Disabled
1001 Howard Avenue, Suite 300A
New Orleans, LA 70113

MAINE
Dean Crocker, Director (207) 289-5755
Advocates for the DD (800) 452-1948
2 Mulliken Court
P.O. Box 5341
Augusta, ME 04330

MARYLAND
David Chavkin, Director (301) 333-7600
Maryland Disability Law Center
2510 St. Paul Street
Baltimore, MD 21218

MASSACHUSETTS
Richard Howard, Executive Director (617) 723-8455
DD Law Center for Massachusetts
11 Beacon Street, Suite 925
Boston, MA 02108

MICHIGAN
Elizabeth W. Bauer, Exec. Director (517) 487-1755
Michigan P&A Service
109 W. Michigan, Suite 900
Lansing, MI 48933

MINNESOTA
Steve Scott, Director (612) 332-7301
Legal Aid Society of Minneapolis
222 Grain Exchange Building
323 Fourth Avenue, South
Minneapolis, MN 55415

MISSISSIPPI
Rebecca Floyd, Executive Director (601) 981-8207
Mississippi P&A System for DD, Inc.
4793 B McWillie Drive
Jackson, MS 39206

MISSOURI
Carol D. Larkin, Director (314) 893-3333
Missouri DD P&A Service, Inc. (800) 392-8667
211 B Metro Drive
Jefferson City, MO 65101

MONTANA
Kris Bakula, Executive Director (406) 444-3889
DD/Montana Advocacy Program, Inc. (800) 332-6149
1410 Eighth Avenue
Helena, MT 59601

NEBRASKA
Timothy Shaw, Executive Director (402) 474-3183
Nebraska Advocacy Services for
DD Citizens, Inc.
522 Lincoln Center Building
215 Centennial Mall So. Rm. 422
Lincoln, NE 68508

NEVADA
Holli Elder, Project Director (702) 789-0233
DD Advocate's Office (800) 992-5715
2105 Capurro Way, Suite B
Sparks, NV 89431

NEW HAMPSHIRE

Donna Woodfin, Director (603) 228-0432
DD Advocacy Center, Inc.
6 White Street
P.O. Box 19
Concord, NH 03301

NEW JERSEY

Sara Wiggins- Mitchell, Director (609) 292-9742
NJ Dept. of Public Advocate (800) 792-8600
Office of Advocacy for the DD
Hughes Justice Complex CN850
Trenton, NJ 08625

NEW MEXICO

James Jackson, Executive Director (505) 888-0111
P & A System (800) 432-4682
2201 San Pedro N,E. Bldg 4, Suite 140
Albuquerque, NM 87110

NEW YORK

Clarence J. Sundram, Commissioner (518) 473-4057
NY Commission on Quality of
Care for the Mentally Disabled
99 Washington Avenue
Albany, NY 12210

NORTH CAROLINA

Lockhart Follin-Mace, Director (919) 733-9250
Governor's Advocacy Council for
Persons with Disabilities
1318 Dale Street, Suite 100
Raleigh, NC 27605

NORTH DAKOTA

Barbara C. Braun, Director (701) 224-2972
P&A Project for the DD (800) 472-2670
Governor's Council on Human Resources
13th Floor, State Capitol
Bismarck, ND 58505

NORTHERN MARIANA ISLANDS

Felicdaed Ogamuro, Executive Director 10288-9-011-670-234-6981
Remedio R. Sablan, Administrator
Catholic Social Services, Box 745
Saipan, Commonwealth of the
Northern Mariana Islands, 96950

OHIO

Carolyn Knight, Executive Director (614) 466-7264
Ohio Legal Rights Service (800) 282-9181
8 East Long Street, 6th Floor
Columbus, Ohio 43215

OKLAHOMA

Dr. Bob M. VanOsdol, Director (918) 664-5883
Protection & Advocacy Agency for DD
9726 East 42nd, Osage Bldg.,Rm 133
Tulsa, OK 74126

OREGON

Elam Lantz,Jr.,Executive Director (503) 243-2081
Oregon DD Advocacy Center
400 Board of Trade Building
310 Southwest 4th Avenue #625
Portland, OR 97204 - 2309

PENNSYLVANIA

Elmer Cerano, Executive Director (717) 657-3320
Protection and Advocacy Inc. (800) 692-7443
3540 N.Progress Avenue
Harrisburg, PA 17110

PUERTO RICO

Helga E. Santiago, Director (809) 766-2333
Planning Research and Special Projects 766-2388
Ombudsman for the Disabled, Governor's Office
Chardon Avenue, #916
Hato Rey, PR 00936

RHODE ISLAND

Elizabeth Morancy, Executive Director (401) 831-3150
Rhode Island P&A System (RIPAS),Inc.
86 Weybosset Street, Suite 508
Providence, RI 02903

SOUTH CAROLINA

Louise Ravenel, Executive Director (803) 254-1600
S.C. P&A System for the Handicapped, Inc.
2360-A Two Notch Road
Columbia, SC 29204

SOUTH DAKOTA

Robert J. Kean, Executive Director (605) 224-8294
South Dakota Advocacy Project, Inc. (800) 742-8108
221 South Central Avenue
Pierre, SD 57501

TENNESSEE

Harriette J. Derryberry, Director (615) 298-1080
EACH, Inc. (800) 342-1660
P.O. Box 121257
Nashville, TN 37212

TEXAS

Dayle Bebee, Executive Director (512) 454-4816
Advocacy, Inc. (800) 252-9108
7700 Chevy Chase Drive, Suite 300
Austin, TX 78752

UTAH

Phyllis Geldzahler, Executive Director (801) 363-1347
Legal Center for the Handicapped (800) 662-9080
455 East 400 South, Suite 201
Salt Lake City, UT 84111

VERMONT

William J. Reedy, Esquire, Director (802) 863-2881
Vermont DD P & A, Inc.
12 North Street
Burlington, VT 05401

VIRGINIA

Carolyn White Hodgins, Director (804) 225-2042
Dept. of Rights for the Disabled (800) 552-3962
James Monroe Building (TDD & Voice)
101 North 14th Street, 17th floor
Richmond, VA 23219

VIRGIN ISLANDS

Russell Richards, Director (809) 772-1200
Committee on Advocacy for the
Developmentally Disabled, Inc.
Apartment No. 2, 31A New Street
Fredericksted, St. Croix
VI 00840

WASHINGTON

Director (206) 284-1037
The Troubleshooters Office
1550 West Armory Way, Suite 204
Seattle, WA 98119

WEST VIRGINIA

Nancy Mattox, Executive Director (304) 346-0847
W.VA. Advocates for the (800) 642-9205
Developmentally Disabled, Inc.
1200 Brooks Medical Building
Quarrier Street, Suite 27
Charleston, WV 25301

WISCONSIN

Lynn Breedlove, Executive Director (608) 251-9600
Wisconsin Coalition for Advocacy, Inc. (800) 328-1110
30 W. Mifflin, Suite 508
Madison, WI 53703

WYOMING

Jeanne A. Kawcak, Executive Director 307 632-3496
DD P&A System, Inc. 800 328-1110
2424 Pioneer Avenue,#101
Cheyenne, WY 82001

Appendix E

Parent Feedback Form

**Preschool Transition Project**
**Parent Transition Meetings Response Sheet**

Meeting topic:_____

Speaker:_____

Date:_____

Please circle the response that you feel is best. Your answers will be useful in helping structure these meetings in the future. Please do not sign this sheet.

1. The subjects discussed were of:

great interest  some interest  little interest  no interest

2. I found out:

more than expected  less than expected  about what I expected

3. Please rate the potential usefulness of the information presented (1 = not at all useful to 5 - very useful):

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not at all useful | | | | Very useful |

4. Do you have any comments on this meeting?

5. Are there other topics you would like to see covered in this meeting?

Appendix F

Pre-Post Exam

**Preschool Transition Project**
**Pre-Post Exam**

Please check or fill in the answers to the following questions.

1. Which law is the primary one providing rights for handicapped children?

   _____ PL 94-142

   _____ PL 88-164

   _____ PL 94-482

   _____ PL 93-112

2. What does IEP stand for?

   I_____ E_____ P_____

3. A child's IEP must be reviewed at least . . .

   _____ Once a year

   _____ Twice a year

   _____ Every month

   _____ Every two years

4. Check any principles that are guaranteed by PL 94-142.

   _____ All identified handicapped children must be served.
   _____ Children are to be served in the least restrictive environment.
   _____ Procedures by which the parents can disagree with the school district's decisions and take action.
   _____ Parent participation in the special education process.

5. The first step in determining if your child needs special education services is . . .

   _____ A letter to the parents from the school district signifying their intent to test your child.

   _____ An IEP meeting with the parents.

   _____ Testing by school personnel.

   _____ A call from the teacher regarding her concerns.

6. An IQ test is what kind of test?

_____ criterion-referenced test

_____ norm-referenced test

_____ developmental-referenced test

_____ psychologically-referenced test

7. Which of the following is <u>not</u> available as a related service on the IEP?

_____ social work

_____ speech and language

_____ recreation

_____ physical therapy

_____ transportation

_____ none of the above

8. Who is the special education contact person for the following school districts?

Davis _____

Weber _____

9. If the IEP is not outlined in detail so parents can judge whether or not it is what their child needs, they do not have to sign the agreement.

_____ True _____ False

10. A short term objective in the IEP should include (check all that apply):

_____ the person responsible for training

_____ the date on which it will begin

_____ the date on which it will end

_____ specific criteria for stopping

_____ the parents role in the objective

Appendix G

Parent Feedback

**Preschool Transition Project**
**Parent Transition Meetings Response Sheet**

Meeting topic: Testing and the IEP Process

Speaker: Mark Innocenti, Coordinator, Preschool Transition Project

Date: February 26, 1986

Please circle the response that you feel is best. Your answers will be useful in helping structure these meetings in the future. Please do not sign this sheet.

1. The subjects discussed were of:

| great interest | some interest | little interest | no interest |
|---|---|---|---|
| 1111111111 | 1 | | |

2. I found out:

| more than expected | less than expected | about what I expected |
|---|---|---|
| 11111111 | | 111 |

3. Please rate the potential usefulness of the information presented (1 = not at all useful to 5 - very useful):

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not at all useful | | 1 | 111 | 111111 Very useful |

4. Do you have any comments on this meeting?

"... helpful to know more of what is going to happen when my child gets ready for kindergarten."
"The better prepared we are the better advocate we are for our kids."
"Everything was very thoroughly covered."

5. Are there other topics you would like to see covered in this meeting?

Preschool Transition Project
Parent Transition Meetings Response Sheet

Meeting topic: Parents of Handicapped,Children talk about the educational system

Speaker._____

Date: April 29, 1986

Please circle the response that you feel is best. Your answers will be useful in helping structure these meetings in the future. Please do not sign this sheet.

1. The subjects discussed were of:

great interest | some interest | little interest | no interest
|||||||||

2. I found out:

more than expected | less than expected | about what I expected
||||||||| | |

3. Please rate the potential usefulness of the information presented (1 = not at all useful to 5 - very useful):

1 2 3 4 5
Not at all useful | Very useful
||||||||| |||||||||

4. Do you have any comments on this meeting?

"I appreciated and thank the parents very much for taking time out of their busy schedules to come and talk to us."
"Very interesting."
"It is wonderful to be able to hear from parents who are involved in the school system."
"Very supportive."
"Listening to other parents with the same or even different problems helps to put your own situation into perspective." (more ----

5. Are there other topics you would like to see covered in this meeting?

(4. continued)
"It is nice to hear about other kids and their problems. It makes you look at yours in a different way."

Preschool Transition Project
Parent Transition Meetings Response Sheet

Meeting topic: Legal Rights and the School System

Speaker: Kathy Waldo, Utah Legal Center for the Handicapped

Date: March 25, 1986

Please circle the response that you feel is best. Your answers will be useful in helping structure these meetings in the future. Please do not sign this sheet.

1. The subjects discussed were of:

great interest | some interest | little interest | no interest
IIIIIIIIIII

2. I found out:

more than expected | less than expected | about what I expected
IIIIIII | IIII

3. Please rate the potential usefulness of the information presented (1 = not at all useful to 5 - very useful):

1 | 2 | 3 | 4 | 5
Not at all useful | Very useful
IIIIIIIII

4. Do you have any comments on this meeting?

"Need more like it."
"Very informative meeting. All of this will be very helpful as our child will be entering school this year."
"Very interesting and I liked the information that I received."
"I wish I would have known about my legal rights when my oldest son was entering kindergarten."
"Thank you. Need to know this stuff."
"Some actual examples of cases that have occurred--good and bad outcomes--

(bottom of page)

5. Are there other topics you would like to see covered in this meeting?

on different handican levels."
"Stayed on subject but willing to provide extra information. Excellent rapport."

Preschool Transition Project
Parent Transition Meetings Response Sheet

Meeting topic: Parents talk with school district administrators

Speaker: Ruth Kunkel, Davis District, and Robert Reid, Weber District

Date: May 14, 1986

Please circle the response that you feel is best. Your answers will be useful in helping structure these meetings in the future. Please do not sign this sheet.

1. The subjects discussed were of:

| great interest | some interest | little interest | no interest |
|---|---|---|---|
| 111111111 | | | |

2. I found out:

| more than expected | less than expected | about what I expected |
|---|---|---|
| 111111 | | 111 |

3. Please rate the potential usefulness of the information presented (1 = not at all useful to 5 - very useful):

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Not at all useful | | | | | Very useful |
| | | | | | 111111111 |

4. Do you have any comments on this meeting?

"I thought the speakers were very cordial and talked about parent rights. I somehow didn't expect to hear them talk so much about the programs that are available."
"Very interesting."
"Nice to have a person to ask questions concerning what to really expect when we begin to enter school."
"This meeting has answered a lot of questions and has been very helpful.
"Do the school personnel really know where all the money is going."

5. Are there other topics you would like to see covered in this meeting?

**Preschool Transition Project**
**Parent Transition Meetings Response Sheet**

**Meeting topic:** Evaluation and the IEP Process

**Speaker:** Mark Innocenti, Coordinator, Preschool Transition Project

**Date:** March 5, 1987

**Please circle the response that you feel is best. Your answers will be useful in helping structure these meetings in the future. Please do not sign this sheet.**

1. **The subjects discussed were of:**

| great interest | some interest | little interest | no interest |
|---|---|---|---|
| 11 | 11 | | |

2. **I found out:**

| more than expected | less than expected | about what I expected |
|---|---|---|
| 11 | | 11 |

3. **Please rate the potential usefulness of the information presented (1 = not at all useful to 5 - very useful):**

| 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|---|
| Not at all useful | | 1 | 11 | 1 | Very useful |

4. **Do you have any comments on this meeting?**

"Eye opening."

5. **Are there other topics you would like to see covered in this meeting?**

Parents in attendance: 7

**Preschool Transition Project**
**Parent Transition Meetings Response Sheet**

**Meeting topic:** Legal Rights

**Speaker:** Cathy Waldo, Attorney, Utah Legal Center for the Handicapped

**Date:** April 7, 1987

**Please circle the response that you feel is best. Your answers will be useful in helping structure these meetings in the future. Please do not sign this sheet.**

1. **The subjects discussed were of:**

| great interest | some interest | little interest | no interest |
|---|---|---|---|
| 11111111111 | | | |

2. **I found out:**

| more than expected | less than expected | about what I expected |
|---|---|---|
| 111111111 | | 1 |

3. **Please rate the potential usefulness of the information presented (1 = not at all useful to 5 - very useful):**

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | | | 11111111111 |
| Not at all useful | | | | Very useful |

4. **Do you have any comments on this meeting?**

"We can never hear enough about our rights."
"Very well presented."
"Very informative."

5. **Are there other topics you would like to see covered in this meeting?**

12 in attendance

**Preschool Transition Project**
**Parent Transition Meetings Response Sheet**

**Meeting topic:** "Graduated" Parents Speak

**Speaker:**

**Date:** April 29, 1987

Please circle the response that you feel is best. Your answers will be useful in helping structure these meetings in the future. Please do not sign this sheet.

1. The subjects discussed were of:

| great interest | some interest | little interest | no interest |
|---|---|---|---|
| 111 | 1 | | |

2. I found out:

| more than expected | less than expected | about what I expected |
|---|---|---|
| 1 | 1 | 11 |

3. Please rate the potential usefulness of the information presented (1 = not at all useful to 5 - very useful):

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not at all useful | | | | Very useful |
| | | 11 | | 11 |

4. Do you have any comments on this meeting?

"Helps to have the fact that assertiveness rather than aggressiveness is important."
"State expectations higher than you really expect them to agree with, but be firm about what is actually necessary."
"I enjoyed sharing experiences and it helps, the more the merrier."
"I really enjoyed listening to the parents talk about their experiences."

(below)

5. Are there other topics you would like to see covered in this meeting?

4. (Continued)

"I can't wait to come back and tell others what I will experience. Hopefully all good."
"We wish more parents were in attendance."



6. parents in attendance

**Preschool Transition Project**
**Parent Transition Meetings Response Sheet**

**Meeting topic:** Parents talk with school district personnel

**Speaker:** Mr. Dalesheld, Davis School District, and Dr. Reed, Weber School District

**Date:** May 13, 1987

**Please circle the response that you feel is best. Your answers will be useful in helping structure these meetings in the future. Please do not sign this sheet.**

1. **The subjects discussed were of:**

| great interest | some interest | little interest | no interest |
|---|---|---|---|
| 11111111 | 1 | | |

2. **I found out:**

| more than expected | less than expected | about what I expected |
|---|---|---|
| 1111 | | 11111 |

3. **Please rate the potential usefulness of the information presented (1 = not at all useful to 5 - very useful):**

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Not at all useful | | | | | Very useful |
| | | | | 11 | 1111111 |

4. **Do you have any comments on this meeting?**

"Very informative."
"This meeting gave everyone an opportunity to ask and learn what they need to know. And letting others learn from each individual's experience."
"Guest were very well informed."

5. **Are there other topics you would like to see covered in this meeting?**



10 parents in attendance